

NEW YORK SCHOOL JOURNAL

AND

EDUCATIONAL DIRECTORY.

Vol. XII., No. 352.

NEW YORK, MAY 11, 1878.

Price Seven Cents.

For the NEW YORK SCHOOL JOURNAL.

Illiteracy.

In the SCHOOL JOURNAL of April 27th, and in an article headed "Education in the South," from a paper read by Dexter A. Hawkins, there occurs the following: "Illiterates in the whole country commit ten times their proportion of crimes; in New England, fifty-three times. In the State of New York a single illiterate family, as is shown by an eminent investigator, have become in less than a century the progenitors of twelve hundred paupers and criminals. Illiteracy is prolific of public burdens and contributes little or nothing to the public wealth. Yet it is possible to reduce crime in this country by education ninety per cent., and pauperism ninety-six."

I hope to make some remarks that Mr. Hawkins might have introduced with much force. Learning for the masses is a new thing. This needs no proof. Their commerce and travel a century ago were hardly worth comparison with what they are now. Now all men—all kinds of men are travelers, and for commerce one century ago it was very little—less than little. However, we must keep in mind our starting point, that illiteracy is the parent of all crimes, or nearly all. God created man with reason, and reason is sufficient for all moral obligations, so when we find the germ or the flower, or the fruit of wickedness, we must seek its cause elsewhere than in the absence of having thumbed a few books spotted with a liquid we call writing ink. It was not illiteracy caused the late war of rebellion. It produced a great deal of suffering, and continues to produce it. It is not illiteracy causes the present war in Europe; it is the fruit of the pride, or avarice, or ambition of a few haughty men. Dr. Gotthel a short time ago enunciated different morals and better to the purpose. He spoke of the Molly Maguires, the bank officials, the insurance officials, the government officials in every department, who should be paid all alike. I suppose the Rev. Dr. meant payment with the rope. It is a hard argument, but very effective. Any man who looks beyond the bark of society to-day and says illiteracy is the cause of ninety per cent. of our crime is a poor analyst of the times, and the moral of our age. One of the learned Chinese as reported alluded to one of our crimes—murder. "We" said he, "have four hundred millions of people, you have forty millions, and you have ten murders for our one." How will Mr. Hawkins account for this? It would not be believed only we know it to be a fact; and yet it is possible that one-tenth of our murders are never brought to light. A law stood on the statute book of Indiana in '61 enabling any wife to sue her husband after three months absence for any cause, and get a divorce and marry another man. It was repealed to let men go to the war. There is certainly something in this. Let us suppose one such, and more than one must have happened in a State, what could the offspring of such adultery be, cursed in the germ, or is the Gospel of Jesus Christ a fable? It is enough to make the blood run cold to read and hear what we must read and hear every day. The connections—not marriage—of men and women in this city, in our age enlightenment, is simply barbarous. Think of a widower with a family marrying a widow with a family, and their children intermarrying. What will become of their offspring, even suppose they are educated? If we look at crime as crime, sin, we must look not to the illiterate but the learned for the cause. Alexander crucified two thousand Tyrians on their own coast, not because he was illiterate, but because he was ambitious, proud, haughty; and similarly why did Napoleon shoot the Mamelukes? Not because he was illiterate. It hardly belongs to a writer for the SCHOOL JOURNAL to point out the cause, as we have so many conflicting opinions, so many teachers of morals; so many whose business it is or ought to be to guide the

public conscience. We are certainly passing through the most important epoch in our history.

Some years ago a young orator from fresh college delivered a speech at a commemoration of a great man, and he said among other laudable nonsense that "he was the greatest man ever born of a woman, except the lowly Nazarene." Such blasphemy is to common.

St. John somewhere in his Epistles, in the New Testament, tells of different kinds of sins, and of one class of sinners for whom we should not pray. What is the meaning of this? Or does all evil spring from the uneducated? Teachers should be more careful—more truthful to the analysis of our time—More correct when dealing with a question that may or may not be true—more wary in making general statements; and, above all, should keep the commandments of God in view, and make them the bases of all moral teaching. The blasphemy of our age is disgraceful to any people. The public robbery by our educated and polished is terrible, and shows any observer that education of the heart and book-learning are as far apart as day is from night. D. A. Hawkins to the contrary. L. M.

For the NEW YORK SCHOOL JOURNAL.

The New Spelling.

BY D. P. LINDSLEY.

Among the works recently called forth by the agitation on the Spelling question, is one by Miss E. H. Watson, called the Universe of Language, etc. Though in part composed by her father, and devoted to a scheme of vowel notation, yet as a reviewer has well said,

"Apparently *la raison d'être* of the entire work, of which Miss Watson wrote more than two thirds, was to give 'the spelling reform' its quietus. How far it ought to be successful in this, the public are invited to examine for themselves."

The convention on Spelling held in Philadelphia in 1876 induced the writer to issue the work at the present time. Providentially called to take part in organizing and conducting that convention, it may not be improper for me to notice the points bearing on its action, though any extended reply does not seem to be called for. I do this the more readily because some of Miss Watson's criticisms are just, or would be if directed against the better phase of the reform. Her chief error seems to be in taking the phonetic theory in some of its extreme forms, and urging objections which spelling reformers, many of them, acknowledge and seek to remove. Her treatment of this subject is illustrated by her treatment of phonetic shorthand. She says concerning Pitman's Phonography, which she supposes to have been the herald of Phonography:

"Although its results have been very splendid, and it has driven all other 'shorthand' competitors out of the field, its influence has not been extended to the limits that were anticipated and marked out for it—in its NOT taking the place of all common writing. Society still goes on in transcribing in its former chirography—friends still indite epistles in the same accustomed familiar phrases and spellings of old; school girls and boys still write their exercises in the full, sonorous-looking words of the printed text; men of business at the desk and in the counting house continue to write in the self same forms. . . . In truth, at this day, forty years from the birth, probably but few persons, comparatively, know, or have anything to do, practically with phonography as an art."

This, with one slight exception, is true—and that is that phonography, so far from having driven all other competitors out of the field, has at least one competitor that is rapidly superseding it in usefulness, and one that bids fair to accomplish all that phonography promised. Ignorant of Takigraphy, the author puts down phonetic shorthand for the

ordinary purposes of writing, as a failure. So it is from her point of view.

Miss Watson shows, however, more familiarity with the various plans of revising the spelling than with the systems of shorthand writing. She discusses a variety of modes of new spelling with new letters, and without new letters, and often with much shrewdness, offering very plausible objections. But many of these objections are directed against the confusion necessary to a period of transition from the present mode of spelling to a better. She thinks that any improvement of our spelling will lead to unceasing change. One form of any kind must produce, she says,

"For the future, a shattering, wavering, tremulousness in the whole structure of intellect, art, knowledge formed upon it; until these all, the accumulated products of the centuries past, through the influence of this very language itself—shall themselves be buried under its crumbling ruins."

This is truly fearful to contemplate; and I trust that our master builders will look well to the foundations. But must we copy a Chinese fixity and perpetuate hieroglyphics to avoid this catastrophe? Civilization has endured many changes not of orthography alone, but of language itself. This very author quotes the old English of 3 or 400 years ago to show how much we have changed; and has a "wavering tremulousness" invaded the whole structure of intellect, etc.? Have we not gone steadily forward intellectually in spite of writing it for the old *itt*, *hit* or *hitt*? and could we not endure the loss of *oug* from the word *though* without coming to barbarism? But our author concedes something. She says:

"Changes will come, but they come by nature, without planning or premeditation; and in this manner guided by the great unconscious jaws of language, they can be received and accepted without detriment."

Really, this is encouraging! A divine consciousness, pitying our infirmities and imbecility, does lead us to throw off from time to time some superfluities from our written language and saves us from utter stagnation; just as the same paternal watchfulness presides over the lazy tribes of Africa and sends swarms of ants to clean out their houses to prevent destruction from the accumulation of filth.

But really, would it ruin our civilization for us to understand the laws of languages and help Nature a little in her work of reducing our orthography to a better form? Would a little "planning" or "human premeditation" necessarily invalidate all the results which God himself is moving forward. I have long seen the evidence that a higher intelligence was indeed inspiring the movement. The God of providence may well be supposed to be interested in a work that so intimately concerns the civilization of the future. I trust that he will overrule all the wild and conflicting schemes to our good and his glory. But in all other work among men he operates through human agency. We are taught to know and do the truth. And here a little more intelligence will not, I am sure, ruin us. We shall survive even the blunders of schemers, and order will come out of the chaos.

This writer has compiled much valuable material, and nothing can help forward the spelling reform more than to have such works read and studied. I am glad that Miss W. was moved to write it, and hope she will live to write a better book and one more appreciate of the work of our leading linguists.

THERE will be a competitive examination for a naval cadetship at Annapolis, by appointment of Congressman J. W. Covert, of the First District, at Jamaica, on Wednesday, the 22d of May. Messrs. George J. Greenfield, of Richmond County; Thomas S. Seabury, of Suffolk, and Dr. William D. Wood, of Queens, have consented to act as examiners.

For the NEW YORK SCHOOL JOURNAL.

The Schoolmaster Abroad.

During the past week I visited the lovely village of Vineland, New Jersey. I had an interview with Charles K. Landis, the founder of the place, who gave to me a short sketch of its origin and history. He told me that he built 160 miles of road, 14 miles of ditching, and paid back to purchasers of land the sum of \$80,000 to enable them to carry out his original plan of adornment and beauty to the village. I was told by other persons that the first tract of land bought by him comprised 20,000 acres, and afterwards about 40,000 more.

It lies about 34 miles southeast of Philadelphia, and was a wilderness of underbrush, scrub-oak and stunted pine. The land was sold in patches to suit purchasers, at 25 dollars per acre. But the labor of clearing it, to render it suitable for cultivation was very severe. The village lies nearly in the centre of the tract, and judging from present appearances, it will be in thirty years hence the most beautiful small city in the United States. On the main street the houses are located 75 feet from the road, and the intervening space adorned with velvety green lawn, shrubbery and fruit trees. The entire sidewalk is 30 feet wide or more, and between it and the roadway the space, say 10 feet, is nicely sodded with clover or grass; the same may be said of that portion between the walk and front door yard.

Then the entire village is embellished with shade trees; the apple and the maple growing in lovely companionship, the former filling the air with the fragrance of its blossoms, and, in due season, to repay with bounteous gift, to the hand that planted and fostered it.

The charming settlement seemed as I walked its embowered pathways to have the appearance of a huge bouquet, fresh, radiant and tender from the hand of nature's God. Looking from the belfry of the high school, I fancied it one of the happiest sights for mortal enjoyment, for what was once a wilderness of dreary views is now a paradise of comfort, luxury and refinement.

Stretching away on every side are small farms thickly planted with cherry, apple, peach and pear trees, and the luscious grape is there, too, in vineyards of unequalled cultivation. It takes no prophetic eye to see, nor tongue to tell of the great and lavish yield of various fruit that shall come this year to gladden the hearts of all. Then Vineland, too, has a happy destiny also, in being free from the pauperism and crime consequent upon the sale of strong drink.

No license is granted to sell liquor. No fighting, rowdiness or drunkenness is to be seen in its streets. Fifty dollars last year was the amount expended for police service, and seventy dollars for the support of the poor. Thus can it be said literally, "that every man can sit under his vine and apple tree with none to molest or to make him afraid." It is also blessed with four school houses. In the centre of the town is high school. It is a noble looking edifice of pressed brick, with all modern improvements, and presided over by R. H. Holbrook, Esq., as Principal. Comparing the management of it with others that I have seen, I do not hesitate to say that it is far ahead of most of the schools in southern New Jersey; and I feel assured that its condition cannot be bettered, nor prospects more brightened. Therefore, the school is in harmony with the beauty of its surroundings, and the people are fortunate in having such a teacher to educate their offspring.

The city is now sixteen years old, and as we bid good-bye to its kind-hearted citizens, we feel thankful for the sight and enjoyment experienced in this oasis of rural beauty, and wending our way onward with step elastic, with pulses strong and free—the glorious sunlight above and around us, the warbling melody of birds from every bush and hedge, awakening the highest emotion:—

All nature is vocal with melody charming,
From summit of mountains to shore of the sea,
For God's chorus singers have concord eternal
With all things that are, or forever to be!"

JNO. OAKLEY.

BOOK NOTICES.

HARPER'S HANDBOOK FOR TRAVELERS IN EUROPE AND THE EAST, comprises three volumes. The whole forms a minute guide through Great Britain and Ireland, France, Belgium, Holland, Germany, Italy, Egypt, Syria, Turkey, Greece, Switzerland, the Tyrol, Denmark, Norway, Sweden, Russia, and Spain, with 115 maps and plans of cities. Vol. 1, for 1878, is devoted to Great Britain, Ireland, France, Belgium, and Holland. Much of the matter has been rewritten, and the author (Mr. W. Pembroke Frettridge) and the publishers have undoubtedly endeavored to make it both correct and useful to tourists.

Rev. Alfred J. Church, M.A., Head Master of King Edward's School at Retford, England, has made selections from Homer's "Iliad" and "Odyssey," including some of the most

interesting passages in those famous classics, and reproduced them in English prose for the benefit of youthful and other readers, under the title of STORIES FROM HOMER. The volume is illustrated with twenty-four buff and black engravings from Flaxman's designs.

Messrs. Cook, [Son, & Jenkins, of 261 Broadway, New York, are soon to issue a new book by Prof. J. H. Hoose, entitled "Suggestions to the American Tourist visiting Europe for the First Time." The contents of the book, as announced, embrace the following: Purposes of the Book, Preliminary Correspondence, Companies in Traveling, Expenses of a Tour, Carrying Money, Books and Study of Tourists, Passports and Letters of Introduction, Outfit of Tourist, Sea Sickness, Boarding the Ship, Ocean Voyage, Entering the Port of Destination, Finding a Hotel after Landing, European Hotels, European Cities, Traveling in Cities, Railways and Railway Travel, Railway Stations, Railway Luggage, Coaches and Diligences, Studying the Country, Institution of Feeling, and Spirit of the Tourist. The publishers in their announcement of the work, say:

"The manuscript has been submitted to several travelers of wide and varied experience, with the hearty approval of all of them, and one gives these 'general impressions' produced on him by reading the book: 'The amount of detail given in the work is truly marvellous; showing the writer to have been constantly and keenly observant. He must have walked circumspectly, indeed, to have seen so much. This mass of detail has been most carefully selected with a view to practical importance, and most judiciously arranged for reference and use, evidencing rare judgment at two essential points in a good author. The book touches upon every point of real interest and importance to the tourist in the field it enters, and it does this in a style so charming as to make itself fascinating both to the tourist, and to his friends who remain at home.' It is not a guide-book, but instead prepares the uninitiated to meet all the exigencies of travel by making him familiar with the details of ocean travel, and steamship etiquette, with a knowledge of those foreign customs so unlike our own that the learning them by experience often detracts very largely from the pleasure as well as profit of the transit. One of the most disagreeable features in European travel is the custom of feeling. Americans, particularly ladies, are often very much embarrassed to know what to do in certain cases. This subject is clearly, and in detail, discussed by the author, giving the result of his close observations and experience, and is alone worth the cost of the book. The subjects considered are not taken up in the guide-books, and to those who have never traveled to any extent, the book will at once recommend itself as furnishing just the hints they so much need in making the necessary preparations in regard to dress, luggage and its management, hotels, etc., etc. The style of the book is simple, clear, and to the point, with enough of incident to make it very valuable to all, whether traveling or remaining at home."

The book will be of convenient size for reference, and will be sold at the low price of fifty cents.

Harper's Monthly for May presents the following table of contents. Coast Rambles in Essex, by S. A. Drake, fifteen illustrations; The Italian Poets, by Eugene Lawrence, fourteen illustrations; The Silent Tryst, a poem by Margaret J. Preston; the Story of Jean Malcomb, by Susan Weiss, two illustrations; Four Poems by Michael Angelo, by Edw. Howland; Old Flemish Masters—III. Peter Paul Rubens, with five illustrations; the Italian Poet in Exile, a poem, by Titus M. Coan; Along the Havel, by Arthur Verner, nine illustrations; Song Birds of the West, by Robert Ridgeway, with nineteen illustrations; Easter Morning, a poem by Frances L. Mace, with an illustration; Macleod of Dare, a novel by Wm. Black, two illustrations; the Return of the Native, a novel, by Thomas Hardy, two illustrations; My Nephew's Crotchets by Lucretia P. Hale; Free Muscular Development by Wm. Blaikie; Why Jack went to Europe, a story by Julian Hawthorne; the English Civil Service, by Hon. F. H. Moore; Mayflower, a poem, by Henrietta Hardy; Editor's Easy Chair, Literary Record, Scientific Record, Historical Record and Editor's Drawer.

The contents of the May number of the Atlantic Monthly begin with a continuation of Detmold, a Romance, by W. H. Bishop. Other papers are as follows: Evolution, by Hjalmar Hjorth Boyesen; May Days—Extracts from the Journal of Henry D. Thoreau; the Dancin' Party at Harrison's Cove by Charles E. Craddock; Recent Florence by H. James, Jr.; the Captain's Drum—Enfield, Conn., April, 1775, a poem by B. F. Taylor; From Ponkapog to Pesh, by Thomas B. Aldrich; Daffodils, by Laura U. Feuling; Who Pays Protective Duties? by Horatio C. Burchard; About Magnanimous Incident Literature, by Mark Twain; the Cank and File, a poem by H. H.; the Silver Question Geologically Considered, by N. S. Shafer; Some Recent Volumes of Verse by W. D. Howells; the Adirondacks Verified—V., A Character Study, by C. Dudley Warner; Menotomy Lake

by J. T. Trowbridge; the Old Pope and the New, by Wm. C. Langdon; Americanisms by R. Grant White; the Contributors' Club (the Right Lobby and the Wrong Lobby—Maiden and Married Fiction—Feminine Chronology—Children's Talk); Recent Literature; Education—Harvard Reports; Mr. Farnvall and Mr. Lounsbury.

Contents of the Popular Science Monthly (May issue), conducted by E. L. and W. J. Youmans; the Radiometer, a Fresh Evidence of a Molecular Universe, by Prof. Josiah P. Cooke, Jr.; Personal Reminiscences of some deceased Savants, by Carl Vogt; Evolution of Ceremonial Government—IV. Presents, by Herbert Spencer; How Sound and Words are Produced, by Geo. M. Shaw, illustrated; the Scientific Study of Human Testimony—I., by Geo. M. Beard, M.D.; the Growth of the Steam Engine—VI., by Prof. R. H. Thurston; the Relation of the Finite to the Infinite, by N. J. Gates; Liquefaction of the Gases—II., by Gaston Lissac; Metric Reform by Samuel Barnett; the Question of Pain in Drowning, by Roger Tracy, M.D.; Science and Mental Improvement, by Prof. Leconte; Sketch of Prof. Edw. Morse; Correspondence, Editors' Table—(How New York got a College—the Liberty of Science and Education—Prof. Max Muller on the Origin of Reason); Literary Notices; Popular Miscellany and Notes. New York, D. Appleton & Co.

Potter's American Monthly for May. List of contents: Lakes George and Champlain, by J. Bonnell, fourteen illustrations; One May Morning, a story, by Edyth Kirkwood; Biographical Sketches of Richard Snowden and Edward Von Hartmann; Herbert Orton, or Justices' Courts in the West; by J. R. Musick; the Daughters of Dai-Nippon, by Mrs. Flora Harris, illustrated; the Loves of the Kings—Pedro of Castile and Leon, by Mrs. B. F. Baer; the Three Naomies, and the Yosemite Valley, by Mrs. C. Durang; A Strange Discovery, by Sophie S. Hungerford; Coincidences, or a Visit to Pompeii, by John Popham, twelve illustrations; Missing, by Lucy M. Blinn; Our Tell-tale Lips, by L. M. Anderson; Readers and Writers; Notes and Queries; Current Memoranda; Literature and Art; Science and Mechanics; Gossip and Note Book.

The leading paper in Lippincott's Magazine for May is a "Mountains Holiday" in the Rocky Mountains, by Henry King, illustrated; followed by sketches, In Roumanian Land, by Edward King, illustrated; Theodolinde, a story, by H. James, Jr.; A Predecessor of Tennyson, a sketch, by H. A. Huntington; For Percival, a novel, illustrated; Old York, by G. H. Putnam, illustrated; Song, by F. A. Hillard; Hepziba Guinness, a story of old Philadelphia, by S. Weir Mitchell; A Counterblast at the Married Folks, by Mary Dean; Hints to Designers, by Frank Furness; His Excellency "Old Ugly," a sketch, by Wm. M. Baker; A Memory of Gustave Courbet, by Charlotte Adams; Our Monthly Gossip; Literature of the Day.

Contents of Sunday Afternoon for May: Periwinkle, by Edward Eggleston; The Donkey's Miracle; In the Church Tower; installments of Tom's Heathen, and The Crew of the Sam Weller; College Morals, by C. F. Thwing; The Constitution of Benevolent Societies, by Rev. Leonard W. Bacon; The Alexandrian Schools, by Geo. A. Jackson; Reminiscences of Washington Allston; Dr Franklin's Investment, by Horace E. Scudder; Ways and Means; One Summer's Work; A Typographical Crime, by Rossiter Johnson, and A Russian Village Tea Party, and other articles. In the June number E. Everett Hale will furnish the opening chapter of his new serial story, Aunt Huldah's Scholar.

Mrs. M. B. Slade, who has been for so long an adept at writing dialogues, words for songs, etc., now edits a magazine called Good Times, containing day-school and parish recreations, Sunday school exercises, temperance entertainments, and a mission department. The unanimous opinion seems to be that it is a great help in the getting up of school exhibitions. It is very neatly gotten up, and the March number which lies before us is certainly a fair specimen of its merits. We wish success to Good Times. (T. W. Bicknell, publisher, 16 Hawley street, Boston, Massachusetts. \$1 a year.)

"THE SPELLING GAME OR WORD CONTEST is an amusing and instructive game sold by Farrell & Co., 371 Broadway, Brooklyn, N. Y. The plan of the game is very simple, and the young folks will be sure to like it. Send 25 cents to the publishers for one of them.

Brainard's Musical World for April contains the usual amount of musical news, and the following new music:

"Chimes of Normandy," "Bye-Lo-Land," a pretty lullaby; "Star of My Night," by J. B. Werklein; "Golden Dreams, waltz, by the popular composer, Charles Krukel, is easy and effective;" "Still I Love Thee," duett, for two performers; "Easter Morning," an Easter carol; the music alone is said to be worth \$2.00, and when it can be had in the World for only 15 cents, every one should send for a copy to S. Brainard's Sons, Cleveland, O.

The Orpheus for March contains "Minuet de Boccherini."

"Brookside Fancies," by E. Mack; "Alas! My Love's Away," song, by Henry Tucker; "Traumerei," arranged from Robert Schumann; "Rockaby, Lullaby, Dear Little Rover," by Horatio C. King; it is needless to say that the music is good, as Mr. King has become editor of the *Orpheus*, and his name is a guarantee for anything in the musical line. For many years he has been on the *Christian Union*, and his experience and facility in business matters will add greatly to the worth of the *Orpheus*. Many changes are to be made which will make this musical monthly more interesting and useful. Try this paper for a year, you will not be sorry for it. Send \$1.00 to King & Smith, 27 Park Place, New York, for subscription.

Church's Musical Visitor for May contains "Cincinnati Music Hall March," by M. H. Strong; "Long Agone," as sung by Mrs. E. A. Osgood, composed by S. G. Pratt; "May Festival," by Oscar Pape; "Kilbarney," by M. W. Balfe. A good illustration of the "Great Organ in the Cincinnati Music Hall," and the history of it.

Brainard's *Musical World* for May has the following pieces of music, with a picture and description of the "Grand Organ in the Cincinnati Music Hall;" "Betrothed," arranged from Muller; "Gypsy Dance," by Karl Merz; "Marching Thro' Georgia," a duett, by Henry O. Work; "Better Late than Never," song by Collin Coe; "Love in Youth," ballad, by H. B. Farnie.

NEW MUSIC.

John Church & Co., Cincinnati, and New York, publish the following in sheet music form.

"When the Grass Grows over me;" song and chorus; words by A. W. French, music by D. C. Addison. The title page is very neat and pretty, as Church's publications invariably are. Price, 35 cents.

"Con Dolore," by J. F. Snodgrass is not difficult, and can be played on the organ. Price, 50 cents.

"Pat's Letter," is a comical song by G. T. Bulling. Price, 30 cents.

"My Redeemer," is a sacred song, which was begun by P. P. Bliss at the time of his death, and finished by James McGranahan. Price, 35 cents.

LETTERS.

To the Editor of the NEW YORK SCHOOL JOURNAL:

I was delighted with the last JOURNAL, especially that part that continued my letter, but—and here is my first criticism—the diction was spoiled by two or three mistakes; you have a careless proof reader, that is plain. "Make him toe the mark." That line about the Brooklyn teachers was pretty severe, it made some of them squirm, to my knowledge. But, as the old man said, when a bystander sympathized with the wriggling eels he was skinning, "let 'em squirm. Why, bless you they like it." I like the idea of prizes; the microscope is good; I have seen one of them; it seems to me the plan of giving them a chance to buy those things so cheap will be a good one.

The second lecture of Mrs. Pollock is more interesting than the first. "School," she rightly says, "should be no longer simply a place in which to acquire intellectual knowledge or proficiency." I thought of my own work in connection with this. I have over forty boys, and not bad ones either. I commenced over ten years ago in this city with great enthusiasm, but my enthusiasm and buoyancy are all gone. I have laid aside my ideas; I simply "cram." I consider my pupils as "learners" and "knowers." If they remember well, I am happy; if they forget, I am miserable. Now and then I get a class of good rememberers; then my work is easy; more commonly I get a class of good forgetters, and all I drive in flies out as soon as they reach the street. And the worst of it is that these desperate blockheads who cannot tell whether Gen. Schuyler fought at the battle of New Orleans or not, make excellent business men, while those model scholars can hardly earn a living. Your "facts" are facts. Our system is showy, expensive, but not particularly effective. I have no fault to find with any one in particular; the whole thing is wrong. If I were let alone with my class I could make something of them, but I am like one of Dickens' characters, obliged to "move on."

WILLIAM THE TESTY.

To the Editor of the NEW YORK SCHOOL JOURNAL,

I have heard that teachers sometimes find pictures and drawings on the slates of their pupils, (or even notes) when they were supposed to be studying; but in my class, poetry seems to be the prevailing mania. I was correcting the examples yesterday which were on the slates, and on one of them I found a verse intended to be a parody on ancient rhyme of "Little Miss Muffet." My scholars must have thought that the sum which I was examining was very amusing, for I could not repress a smile; and the unsuspecting would-be-poet went calmly on with his studying. I did not say any thing about it, but let it pass, and now I have to laugh every time I think of that verse beginning:—

"A scholar named Peace,
Lived 'way off in Greece,
Studying hard all day;
Tho' near the Black sea,
Unhappy was she,
And would not his lessons say."

A SCHOOLMA'AM.

DEAR MR. EDITOR:—Although I am but a "humdrum teacher," as I once heard persons who follow our profession styled, I am very fond of music. My means are limited, and I feel as though I could not afford more than one good educational journal. (It is needless to say that one is yours.) But I must have something new in the way of a song or instrumental piece of music occasionally, and I want to know whether it is better to buy sheet music every now and then, or to subscribe for some musical monthly, and will you please tell me the name of a suitable one? By doing this you will greatly oblige,

A LOVER OF MUSIC.

[The latter way is certainly the best, as you get in the course of a year what is equal to twenty dollars worth (or more) of sheet music, for only the subscription price which is usually \$1.00 or \$1.50. Then you have the pleasure of its monthly visit—something to look forward to, and enjoy in anticipation. Another good reason is that you see a fair amount of new music, and learn what the composers and celebrated performers are doing. Is your first question answered? Now to the second. There are so many suitable music papers that it is difficult to choose among them.

Brainard's *Musical World*, (S. Brainard's Sons, Cleveland, Ohio, \$1.50) is a first rate one, and has the best music that the well-known firm of Brainard's Sons publish.

Church's Musical Visitor is a capital paper, published by John Church & Co., Cincinnati, Ohio.

To the Editor of the NEW YORK SCHOOL JOURNAL:

The following, which I clipped from a paper, I would wish every teacher to read. It is a common idea that plants in the school-room require handsome pots, and if these are not had the flowers must not be there. The hints will apply equally well to both school and home. I do not know but it is rather late for anything of this kind, but the reader can cut it out and keep it until next fall.

MRS. A. D. H.

Save the tin fruit cans, and convert them into tasteful flower pots in the following manner. With a can opener cut off any rough or projecting portions of the cover, leaving a narrow rim to project inward. With a pair of pliers, or a small hammer, bend this rim down. This gives firmness to the top of the can. Punch three or four small holes through the bottom of the can, then paint it with varnish made of gum shellac dissolved in alcohol, and colored with lamp black, and a little yellow ochre to give a dark brown color. The cans may be ornamented by pasting on them little medallion figures or pictures. They are handsomer than the ordinary flower pots, require less watering, and keep the plants free from all insects, owing to the presence of iron rust in the can. One of the prettiest arrangements for plants we have seen, was a window with two narrow shelves placed one above the other, on which were these home-made flower pots, containing heliotropes, geraniums, pink, begonias, petunias, fuchsias, and other plants, all as thrifty as if grown in a greenhouse. They should be showered once a fortnight with lukewarm water, using a a whip broom for the purpose, and watered sparingly every second day. On very cold nights newspapers may be placed between the window and the plants, to protect them from frost.

DEAR EDITOR:—Can you tell me anything about the "School-room Song Budget," which has been advertised in your columns? I want a number of singing books for my class that are good but cheap.

H. C. DAVIS.

[We have examined the book in question, and think it will be just what you want. The songs are all suited to the school-room, and are bright and cheerful.]

To the Editor of the NEW YORK SCHOOL JOURNAL:

I have not heard the old puzzle for a long time, and start it on its rounds again. Do you think any of the teachers can guess it? I think we "grave instructors" should have a little fun now as well as the scholars.

"If the fire be, putting;
If the fire be, putting;"

BISMARCK.

Richmond County.

The Richmond County Teachers' Institute held its annual session in the Gore St. School building, Stapleton, Staten Island, commencing April 23 and closing on the 26th. On motion Commissioner Brownlee was elected chairman and Mr. M. A. Macdonald secretary. The usual committees were appointed also. Profs. H. C. Northan and C. T. Barnes were the conductors. During the session the institute was ad-

dressed by Hon. Neil Gilmour, State Superintendent of Public Instruction, President Alden of the Albany Normal School and by Mr. Henry Whitall of Camden, N. J. The remarks and lectures of all these gentlemen were very entertaining and instructive, those of Hon. Mr. Gilmour in particular. It was the unanimous verdict of the teachers present that they never listened to more eloquent or appropriate remarks at any teachers' institute. Mr. Gilmour is very outspoken and pronounced in his views upon educational topics and leaves none of his hearers in doubt as to the position he occupies in relation to such matters. School teachers and the friends of popular education in general have not a bolder, truer or abler champion of their profession than Hon. Neil Gilmour.

President Alden lectured on his favorite topic, Mental Philosophy, and Mr. Whitall on Astronomy, illustrating his lecture by means of a Heliottellus, a kind of orrery of his own invention. The lecture was good. The attendance was phenomenal, only two out of eighty-seven teachers being absent, and one of those was detained by sickness and the other was restrained from attendance by the trustees of the school.

The instruction given was entirely practical and was presented by *masters*, in the best sense of that term. The instruction was not only appreciated but appropriated; and most, if not all the teachers returned to their work with renewed enthusiasm and a higher sense of their own responsibility and with a fuller sense of the dignity of their profession.

A prize spelling match was decided in favor of Miss Mary A. Haverly, a young lady teacher in New Brighton public school. Commissioner Brownlee, for twelve years commissioner of Richmond Co., complimented his teachers very highly upon the splendid record which they made at the present session of the institute, saying that in matter of attendance he believed they were the banner county of the State. This distinction was accorded them by Hon. Neil Gilmour also. The conductors too were pleased to admit that in all that constitutes a first class institute the Richmond Co. teachers lacked nothing. At the close the usual vote of thanks was passed. The institute was adjourned *sine die* in the usual form. Yours, etc.,

"JOE BAGSTOCK."

MICHIGAN.—The new Normal School building is approaching completion. When the new building is done and the changes in the old one are made, the Normal School will be very well housed. The contractor is bound by his contract to have all ready for the Fall term. The Spring term will close the last of May, in order to give the workmen the old building for repairs. Nearly eighty pupils are candidates for graduation in the several courses this year. The State Board of Education, at a recent meeting, determined to change the organization of the institution so far as courses of study are concerned. Hereafter there will be three courses of study in the in the Normal School designed to fit teachers for the several grades of their work. These courses are to be strictly and purely professional. No academic work is to be done in the Normal School except what is done in the school of observation and practice by practice teachers. This change, though somewhat radical, has the hearty and nearly unanimous approval of the leading educational men of the State; and it is believed that the Normal School by this reorganization will be brought into so much closer unison with the views of the leading public school men of the State that it will enjoy a larger measure of their sympathy and support than for several years past.

Professor Lodeman, of the Normal School, sails of the Paris Exposition and an extended European tour June 27. Sixteen ladies and gentlemen have already formed a party to sail with him, and under his guidance make the tour of Europe. The whole trip, including Switzerland and Italy, costs but \$525 each.

INDIANA.—Butler University Scientific Expedition and Summer Tramp will leave Indianapolis June 20, going by rail to Livingston, Ky., then on foot via Rock Castle river, Wild Cat Mountain, Cumberland Gap, and Clinch Gap to Norris town, Tenn., exploring the caves and seining the rivers; thence up the Big Pigeon river, over the Great Smoky and Great Balsam Mountains, summits higher than the White Mountains and far more beautiful and wild; thence over the mountains of Chilwee and Nantahala, (see Christian Reid's "Land of the Sky") up the Little Tennessee river to Eatatoah Falls, through Rabun Gap to Tallulah Falls, the wildest and most beautiful series of cascades east of the Rocky Mountains. At Toccoa Falls, Ga., (about July 17) the party will divide, a portion "marching through Georgia" to collect fishes, the others remaining in the mountains, returning as they please. Objects: Natural history, health and scenery. It is estimated that the total expenses per member will amount to about \$70. In the two previous expeditions some forty species of animals new to science were obtained.

New York School Journal,

AND

EDUCATIONAL DIRECTORY.

NO. 17 WARREN STREET, NEW YORK.

PUBLISHED WEEKLY

BY

E. L. KELLOGG & CO.,

AMOS M. KELLOGG, EDITOR.

WILLIAM H. FARRELL, BUSINESS AGENT.

WILLIAM F. KELLOGG, SUBSCRIPTION AGENT.

TERMS TO SUBSCRIBERS.

Subscription Price \$2.00 per annum in advance. Money should be sent by draft or postal money order. Currency sent by mail is at the risk of the sender.

Money Remittances.—Never send us currency in a letter. Always get a postal money order, check or draft on New York; or else send money in a registered letter. Remember that currency sent by mail is at your risk and not ours.

The SCHOOL JOURNAL can be obtained of any news-dealer in the United States. The American News Company of New York, general agents.

We want an agent in every town and village in the U. S. to whom we will pay a liberal commission.

The columns of the JOURNAL are open for the discussion of subjects pertaining to education. Let those who have practical skill communicate it to others.

Should this paper by any means come into the hands of one not a subscriber, we ask you (1) to consider it a special invitation to subscribe; (2) to hand it to a teacher or other person who is interested in education, and urge him to take it also.

NEW YORK, MAY 11, 1878.

This copy of the NEW YORK SCHOOL JOURNAL may possibly fall into the hands of one who is not a subscriber; consider then, that a piece of good fortune has befallen you, and send in your subscription at once. If you are teacher and are a subscriber to no educational paper, you do yourself an injury you have no right to do. It may be set down as an undeniable fact that every "live teacher" takes an educational paper.

Tact in Teaching.

There will be a thousand instances for the use of tact in the school room. There will be exigencies in which some expedient will be required that has never before been used on just such an occasion. The teacher must be fertile in expedients for any and every occasion. Suppose the day is wet and dismal, shall he allow the spirit of the school to sink to zero? If he does, not only will it be unhappy and noisy, but the learning of lessons will be impossible, and the whole day be wasted; and perhaps influences set to work that will last the whole of the term, or, more to be deplored still, such as will color a pupils whole after life. Suppose there is a pupil that sulks or is disposed to be disobedient. One teacher by the use of tact disperses the clouds or magnetizes the unruly disposition, and all goes merrily on. Another begins to scold and snarl and threaten. A variety of expressions are used such as "a baby," "always sniveling," "you'll catch it," &c., &c., which help the trouble none at all, and only render matters worse.

Suppose there is a case of real "blockheadism." The child cannot spell the word "receive." Again and again does the teacher ask other pupils to spell the word, when she returns to our hero he will say "recieve;" if he is commanded to put the e before the i he does not understand, or will not remember. The need of tact is apparent; more than this, the pupil desperately needs it.

Tact is skill applied by a fertile brain and ready hand. This it is that gives success. The one who sympathizes with the scholar will use tact. Tact and sympathy go hand in hand. One may possess knowledge and not tact; it is too apt that the two do not go together. One sees another's plan, and tries it—to fail, or he has a plan of his own and uses it—and fails. He must have tact to see just what is necessary, and produce it or its equivalent on the spot.

Some of the most interesting letters ever permitted us to read come from the scholars to the SCHOLAR'S

COMPANION. They love the paper, write to it and for it, in fact, contribute enough for one double its size. Some schools seem to have a large number of ambitious and animated pupils; especially is this true of Grammar School 59, of New York City, under the charge in the Male Department of John Boyle in the Female Department of Miss Ellen R. Drew. The neatness of the penmanship, the general excellence of the composition deserve this mention.

But we cannot but ask two questions. Why should young scholars exceed their teachers in their educational enthusiasm? There are thousands of the subscribers to the JOURNAL that have not written a line for its pages, and some have been steady subscribers for years. Now we "had rather" have a JOURNAL made up of the thought of the many than of the few, and hence ask every subscriber to have something to say on the transcendently important subject of education. And, then, we have been surprised that a good many subscribers have not yet called for a copy of that really remarkable paper, the SCHOLAR'S COMPANION. It may be that our relationship to it causes us to be partial, yet our decided conviction is that it is just the paper for the scholar. And testimony in accord with this opinion is abundant. "I cordially approve of your plan."—Supt. Henry Kiddle. It will prove a valuable auxiliary to the teacher."—President Thomas Hunter. "I cordially recommend it."—Supt. W. L. Dickinson. "It deserves success."—Pres't. Hasbrouck. "Devoted solely to things that will interest the pupils of the schools."—N. Y. Tribune. These are but a few of the many hearty endorsements of the paper. Its primary object is "to interest the pupils in education, the teacher and the school." In such a work the teacher should assist, for the effect of his work comes back upon himself. The "bread cast on the water" comes back. The "moral" of this is that every teacher should mention the COMPANION to his pupils, and encourage them to take it and to contribute for it. In the May COMPANION a series of lessons was begun in rapid writing, (short hand) by Rev. D. P. Lindsley, author of the system of Tachygraphy. Teacher and pupil together can pursue these delightful lessons. Good friends, take hold of these useful helps to the progress of your scholars.

Among the Schools.

P. S. No. 9. We had the pleasure of seeing the morning exercises here, and very pleasant they were, too. The scholars sang several pretty songs led by their excellent Principal Miss Rogers, who always leads them in singing, and is undoubtedly the reason they sing so nicely.

G. S. No. 49. We made a short tour through the various class-rooms in the female department, in which were between six and seven hundred children all hard at work at their lessons, every one appeared to be as "busy as a bee." We understand that Miss Gutch is going to Europe this summer, and hope she will have a pleasant trip.

THE Public School at Woodside was visited Tuesday by Commissioner Fosdick. He spent two hours examining the various classes, and at the end expressed himself as being highly pleased with the proficiency of the scholars as well as with the general organization of the school. It is almost superfluous to state that the children were glad to see the Commissioner. His genial manner, and pleasant, yet thorough method of examining the children have made him a general favorite. They always anticipate his coming with pleasure, and when they get a hint of a visit, turn out in great force to meet him.

The closing exercises of the German school of the Children's Aid Society took place May 7. Among those present we noticed Mr. M. Dupuy and Mr. Skinner. The exercises began with a song by the school, followed by a recitation, "The Puzzled Census-taker," by two little girls, which was followed by "Baby Mine," a solo sung by Miss Karle. Then Mr. Dupuy made an address, advising the children to join the "Help-a-hand Association," which was followed by a song called "Beautiful Rain," the children making sounds with their hands to imitate rain; then followed a dialogue "Language of flowers," in which the different sorts of flowers were put together to form a bouquet, and this was pre-

sented to Miss Neely, their very devoted teacher. Thus ended a very splendid evening, which the children of the school will never forget. We must not forget to say that Master Adam sang "Nancy Lee" in charming style.

L. M. F.

We gave a few weeks since an account of the improvements made by Messrs A. S. Barnes & Co. in their publishing house at the corner of John and William streets. They have invited, as is most meet and proper to do, their friends and patrons to assemble on Saturday, the 11th inst., when there will undoubtedly be a flow of soul delightful to the educational heart and mind. We tender our best wishes for an occasion appropriate to the incident that produces it.

For the NEW YORK SCHOOL JOURNAL.

Over and Over Again.

(TEACHER'S VERSION.)

Over and over again,
No matter which way I turn,
I always find some delectable boy
Who is not trying to learn.
I suppose I must keep him in,
Though I do so hate to remain,
For I know he will sit there and grin,
Or sulk and show temper again.

We cannot employ the rod,
But ah! if we had the power,
I'd make these fellows stand round,
I know, for a single hour.
But their fathers would surely call
And raise such a rumpus next day,
And that's not the worst of it all,
For the board would subtract five days' pay.

Over and over again
I have given them words to write,
And over and over again
I have kept them till nearly night.
Once keeping will not suffice,
My lectures are all in vain,
And a "blessing" falling them once or twice,
I shall not send notes home again.

They were noisy upon the stairs,
In the yard they shuffled their feet,
And the lesson they yesterday learned
Not one of them now can repeat.
Since we were not examined last fall,
I daily expect the seven,
Oh, dear! I shall die, that is all,
And I wish I was ready for heaven.

A. W.

Teacher's Institutes.

May 6,	Cattaraugus Co., Cattaraugus, F. P. Lantry, 1 week.	
	Putnam Co., Carmel, E. V. DeGraff, 1 "	
May 13,	Rockland Co., R. E. Post, 1 "	
June 17,	Columbia Co., Germantown, E. V. DeGraff, 1 "	
Aug. 12,	Essex Co., E. V. DeGraff, 1 "	
	Broome Co., Binghamton, H. B. Buckham, 1 "	
Aug. 19,	St. Lawrence Co., E. V. DeGraff, 1 "	
	Saratoga Co., Ballston, W. J. Milne, 2 "	
	Tioga Co., Owego, J. H. French, 2 "	
	Chenango Co., Oxford, 1 "	
Aug. 26,	Monroe Co., Brockport, R. E. Post, 1 "	
	Orange Co., Warren Higley, 1 "	
	Rensselaer Co., Jas. Johnsonot, 1 "	
Sept. 2,	Lewis Co., Jas. Johnsonot, 1 "	
	Ulster Co., Kingston, E. V. DeGraff, 1 "	
Sept. 9,	Chautauque Co., J. H. French, 1 "	
	Cortland Co., Homer, H. C. Northam, 1 "	
	Delaware Co., Delhi, E. V. DeGraff, 1 "	
	Steuben Co., Hornellsville, Jas. Johnsonot, 1 "	
Sept. 16,	Livingston Co., Mr. Morris, J. H. French, 1 "	
Sept. 23,	Erie Co., R. E. Post, 1 "	
	Oswego Co., J. H. French, 2 "	
Sept. 30,	Sullivan Co., Liberty, Jas. Johnsonot, 2 "	
Oct. 7,	Otsego Co., Cooperstown, J. H. French, 1 "	
	Warren Co., Warrensburg, E. V. DeGraff, 1 "	
Oct. 16,	Onondago Co., Geddes, R. E. Post, 1 "	
	Schuyler Co., Watkins, Jas. Johnsonot, 1 "	
Oct. 21,	Suffolk Co., Riverhead, Jas. Johnsonot, 1 "	
	Wyoming Co., Warsaw, E. V. DeGraff, 1 "	
Nov. 11,	Cattaraugus Co., Franklinville, F. P. Lantry, 1 "	

MR. THOMAS JESSUP, the head of the well-known Sheffield manufacturing firm William Jessup & Sons, has announced that he will shortly hand over to the Sheffield Women's Hospital a block of buildings completely furnished for use as a hospital. The cost of the buildings, which are very handsome, will be about \$1,000,000.

The Great Publishing Houses.

D. APPLETON & CO.

One of the important elements of our educational machinery is the school-book. The preparation of this has become a great business, in which thousands of fertile minds and hundreds of thousands of busy hands are engaged. The school-book is a necessity; a part of education is the learning of facts; the best text-books contain these, arranged in a form that facilitates their being learned. No small amount of labor has been expended in presenting the knowledge, facts, principles or truths, upon which the young learner must concentrate his attention for the several years he is in school; and in the process of time large publishing houses have grown up, that have relations with nearly every school and teacher in the country.

The house of D. Appleton & Co., was founded in 1831, by Daniel Appleton; with him was associated his son Wm. H. Appleton. Marked success attended the early productions of the firm, and the house soon rose to a position of credit in the country. Mr. Daniel Appleton died in 1849, greatly honored; his successors are his sons William H., John A., Geo. S., D. Sidney Appleton, and W. W. Appleton son of W. H. Appleton. The cut we present only gives the front of their Broadway warehouses; the printing office and bindery are in Brooklyn, and these are built on a large scale. The first book published was *Daily Crumbs*—that was 40 years ago, since then they have published books by the millions. In 1867, they gave 100,000 volumes for distribution at the South by the Peabody Trustees. There is scarcely a species of books they do not publish. Many of the books of this house are among the most substantial in the country. Among these are the "New American Encyclopedia," which has cost over \$500,000 and is invaluable as a work of reference. "Picturesque America" cost almost as much as the Encyclopedia and has had a large sale. "Picturesque Europe" and the "Turner Gallery" are remarkable for the beauty and fineness of their engravings. But we cannot linger among the piles of Juvenile, Religious, Poetical, Law, Scientific or Miscellaneous Works. We will ascend to the

EDUCATIONAL DEPARTMENT.

This is rich in books, valuable to the scholar and the teacher. It comprises nearly four hundred volumes, embracing every department of study, and all grades of classes from the primary school to the college and university. Their list of Scientific books and works on ancient and modern languages, is especially large, varied and complete. By constant additions to the list, the publishers keep fully abreast of all progressive ideas in education, and the popular demands of the times.

CORNELL'S GEOGRAPHY.

The first appearance of the "Cornell Series" made a decided sensation; the clearness of the maps, the classification of matter, the mode of memorizing, the presentation of one thing at a time, are among the merits that rendered them great favorites. They retain their place very tenaciously when once introduced. For example, they have been used in the city of Detroit, Mich., ever since the series was first published twenty-six years ago. Constant revisions and improvements have kept them fully up to date in all respects.

APPLETON'S ARITHMETICS.

This series is based upon the excellent arithmetical works prepared many years ago, by the late Professor George R. Perkins. Professor Perkins was for a long time Principal of the Albany State Normal School, and his reputation as a mathematician and instructor was widely and favorably known. The series is distinguished by clearness, thoroughness, logical arrangement and practical application to business life. Notwithstanding numerous rivals, the publishers inform us that the sales are increasing yearly.

QUACKENBOS' GRAMMARS, HISTORIES, AND PHILOSOPHIES.

Mr. G. P. Quackenbos, is an admirable writer of text-books; his characteristic is simplicity. He makes no effort to be profound; his sole aim is to make his statements so as to be clearly understood. He has been one of the most successful teachers known in New York city—no mean preparation for a writer of text-books; for the writer of a text-book is dealing with pupils only. From 1858 to 1869, he was principal of the Collegiate School, at the corner of Fourteenth street and Sixth Avenue; and the high reputation

of the school did not suffer under his administration. He has a great taste for literature, is a rapid and graceful writer, and understands what qualities should be possessed by student's text books. He put forth "First Lessons in Composition" in 1851, mainly for his own school; it has been one of the most popular of all books on this subject; more than 400,000 copies have been sold. This was followed by the "Advanced Course of Composition and Rhetoric" in 1854. This has been a very acceptable volume because it condensed in a single book the substance of Blair, Kames, Burke and other writers, made plain to the comprehension of every one. He has since published two volumes on Grammar, which have proved popular. In 1876, he wrote a volume entitled "Illustrated Lessons in Our Language," which attracted very marked attention from educators. It is designed to teach young children in a natural way the principles of English Grammar without forcing conjugations and declensions, rules, notes, observations and exceptions upon their memory. It is a step in a direction which common sense has long called the writers of text-books to take, but which custom, routine and habit have sternly forbidden. It has proved to be a



D. APPLETON & CO.

very popular volume. Mr. Quackenbos has written a Natural Philosophy which is marked with the features of a good text-book; it proceeds gradually from the known to the unknown, and like a good teacher he removes stumbling blocks so that the pupil's progress is easy. His "United States Histories" have been immensely popular; the books are eagerly read and charm pupils into historical reading. He has a happy faculty of selecting the prominent features and weaving them into a narrative that delights almost as much as a fairy tale.

The AMERICAN HISTORY is the name of his latest work. This is one of the most attractive volumes we have seen in both appearance and matter. It has maps and engravings that ornament while they illustrate its pages; these and its lucid statements make it a model text book on history.

YOUMAN'S CHEMISTRY.

Prof. E. L. Youmans is well-known as the editor of the "Popular Science Monthly," not only, but as one of the foremost men of science this country has produced. He has written many valuable volumes, but none more than the "Class Book of Chemistry," first published in 1852, revised and re-written in 1875. This volume presents the elements of the science clearly and exactly and has the respect of every teacher in the country.

KRUSI'S SYSTEM OF DRAWING.

Herman Krusi has attracted reverent attention because he carries us back to Pestalozzi, in whose school his father was a teacher, at Yverdon, Switzerland, when it was at the height of its popularity. He received his education from his father, and was associated afterward with men who had been ardent students under Pestalozzi, hence his style of thought was formed under that greatest of modern teachers. In this country (to which he came in 1852) he has given his attention to developing the teaching of drawing the awakened interest of the American people in this subject at this time, is mainly due to the pioneer work of Herman Krusi. He has been for several years connected with the Oswego Normal School and has contributed greatly to give that school its marked character; an "Oswego graduate" is both a descriptive and an honorary title; it means *Pestalozzianism*. His series of Drawing Books consists of several books—one is designed for primary schools; it deals with outlines only and is intended to cultivate the observing powers and interest the pupil; another is for those who have acquired some skill in inventing and imitating; another the laws of perspective; another to give an industrial training in producing textile designs; and another to give specific knowledge of building and architecture.

MODEL COPY BOOKS.

This series of copy books has a novel and valuable device by which the copy is kept constantly before the pupils. As each line is written the copy is drawn down over and just above the line to be written; it thus conceals his faults and presents him a perfect model at the same time for his imitation. This overcomes the tendency to write the bottom lines the poorest, and it must be confessed that the plan is a most meritorious one. The analysis of the letters is much simplified. The copies are printed with great distinctness, and are of a plain and practical character.

HARKNESS'S LATIN SERIES.

Prof. Harkness of Brown's University performed an excellent work in preparing a short and easy introduction to reading and writing Latin in his Reader as well as an attractive and systematic exhibition of the principles of the language in his Grammar. Much of the time and strength of the pupil has been, and is still wasted by methods that are at war with the mode by which the mind naturally acquires knowledge. The burdens laid on the memory by rules and grammatical formulas have terrified many a timid student. The author has not pretended to dispense with labor, but he has evidently kept in mind that difficulties are easily overcome if presented one at a time.

OLLENDORF'S FRENCH BOOKS

became noted because they employed the method of conversation and repetition for learning modern languages. They have had a great popularity.

ARNOLD'S GREEK AND LATIN SERIES

are well known and deservedly popular.

LINCOLN'S, HORACE & LIVY

are standard works, and the same may be said of OWEN'S GREEK SERIES. Besides these there are many others almost as well-

known, such as GILLESPIE'S LAND SURVEYING and TAYLOR'S ANCIENT AND MODERN HISTORY.

LOCKYER'S ASTRONOMY is one of the cleverest works on Astronomy ever published.

MORSE'S FIRST BOOK OF ZOOLOGY has been before the public but a year or two, but it is destined to do a grand work among the scholars.

LYELL'S GEOLOGY is a standard treatise that is read by all who want to acquaint themselves thoroughly with this subject. But new generations develop new and broader ideas, and for them we add that a new volume has just left the press written by Joseph Le Conte. It is a really scientific presentation of the whole subject, and will be found most interesting and profitable for intelligent general readers and men of culture.

WORKS ON BOTANY.

The publication of the first volume of Miss YOUMAN'S BOTANICAL SERIES took the public by surprise. It was composed from a new stand-point—that of cultivating the observing powers of children by making plants themselves the objects of study. It had heretofore been considered, that if a pupil could give a few technical names he knew botany. The new method was for each pupil to derive his knowledge from his own observation. It was so plain that

this method was superior, that the book had a warm welcome from every teacher who understood it.

NEW SERIES OF READERS.

A new series of Readers has just been published that deserves the notice of every teacher; they are by W. T. Harris and A. J. Rickoff—the former school Superintendent of St. Louis, the latter of Cleveland, and Mark Bailey Instructor of Elocution in Yale College. They are marked by the features employed by the best teachers of the day. They have been adopted by the State of Minnesota and will be used there for fifteen years. In this time hundreds of thousands of copies will be used in that State.

In closing this brief sketch we ought not to omit to refer to those in charge of this department. Its general direction is confided to Mr. C. W. Brown, a gentleman who is developing remarkable talents as a manager of text-book interests. Though youthful in appearance he has had a large experience. Beginning as a teacher while in his teens in Cortland County, New York, he became very deeply interested in his work, and at its close determined to attend the State Normal School at Albany. After teaching several terms in the public schools with marked success, he was elected as School Commissioner for Queens County, which office he held for the years 1864-5-6, and then entered upon text book work. In 1876 he became head of the Educational Department of the Publishing House of D. Appleton & Co. He owes his popularity quite as much to his heart as to his head, for he is never happier than when able to serve a friend, and he may count his friends by thousands, for he is sympathetic by nature and is gratified to see teachers prosper. He owes his success to the sincerity and earnestness which he brings to bear upon his plans. One feels that he is reliable and staunch. That "Brown is a good fellow" in a high and honorable sense, is conceded even by rivals in the business. He is ably seconded by Mr. H. E. Hayes, who having had a long training as a teacher and agent in various parts of the educational field, renders efficient and valuable aid, and is deservedly popular.

This brief testimonial is not penned as a matter of business. As editors of a Journal of Education we concede the immense influence of the publishing houses. More than this; that while benefiting themselves they are greatly benefiting the schools. The teacher, the text-book, and the pupil have intimate relations. Hence, those who direct text-book departments are specially interesting to us. The management of this branch seems to be remarkably well qualified; under its administration, the school book department of the publishing house of D. Appleton & Co. will assuredly flourish.

A Bell on the School House.

How seldom do we see a country school house provided with a bell! No apparatus in which the directors can invest is of more value or is productive of better results. If provisions for a belfry were made in the specifications for every school house the district would never be at any additional expense for such an ornament. If the directors would add utility to embellishment, they will at once secure a large bell, which can be heard over the entire district. A farm, in these days, is not considered well regulated or equipped without at least a large dinner bell. If it is true of farms, why will this rule not apply with more force to a well regulated school house?

One of the greatest drawbacks and annoyances in ungraded or country schools is tardiness. Owing to the distance many must travel, and the great difference in time throughout the district, it is not surprising that the pupils get to school at almost any time during the forenoon. A school bell would greatly decrease this difficulty, as it would be a regulator, or serve as a town clock for the parents as well as the pupils. The school bell will always quicken the steps of slow pupils, mark the time for all and be a voice entreating the indulgent parents to send the little one to school whom he has retained at home to mind the baby, to do chores, or because he did not wish to go.

When the pupil leaves the school for other fields, the chimes of the school bell will be remembered with pleasure, as they called him to labor and marked the periods during the happiest portion of his lifetime.

The fifth annual session of a Normal School will be held in Union School building, St. Paris, Champaign Co., O., commencing Monday, June 24, 1878, to continue in session four weeks. There will be three sessions each day, viz., 9 to 11:30 A. M., 2 to 4:30 P. M., and 7 to 9 P. M. The regular instructors will be, G. W. Snyder, superintendent of St. Paris Schools, Wm. Callihan, superintendent of Mechanicsburg Schools. For lecturers Supts. Baker of Sidney, Williamson of Wapakoneta, Bennett of Piqua, and State Com. Burns, have been secured.

PENNSYLVANIA.—An entertainment was given in the Sorrel Horse (Pa.) School on the 28th, which was very enjoyable. Among the important things in the programme were the recitation "Press On," by Emma L. Stauffer, "The Child's First Grief," Geo. H. Handwork, the dialogue "Surprise Party," was performed exceedingly well by six little girls, the dialogue "National Representatives," brought great applause. "The Yankee Farmer" appeared on the stage in the person of B. Frank Alderfer, who during his recitation was heartily applauded. E. C. Duchman gave the lament of "Jacob Gray," bringing the house down with roars of laughter. Valedictory by Emma R. Hartz was ably recited. The exercises were enlivened with vocal and instrumental music. Each one performed his part with credit. The proceeds were applied to payment of the belfry. The responsibility of the entertainment rested upon the teacher, Miss Lydia A. Stauffer, who seems to understand the difficult art of pleasing a large and mixed audience. E. B. D.

A RARE collection of Bibles is to be found in the Lenox Library, New York. The most famous and valuable is the Mazarin Bible—so-called because a copy of the same edition was owned by Cardinal Mazarin. It was the first book printed with movable type, and came from the press of Gutenberg at Mentz in 1453. Only one other copy is known to exist in this continent, owned by the estate of the late George Brinley, of Hartford, and soon to be sold by his executors. The last copies sold in London brought respectively \$17,000 and \$13,550. Another curiosity in the same library is the original copy of Washington's farewell address, for which Mr. Lenox paid the sum of \$2,000.

WHEN parents send their children to school, they expect (their substitute) the teacher to take care their morals, manners and health, as well as to impart instruction, and the teacher who cannot or will not do this, better quit the business. Teachers who allow a child—who is perhaps too timid to ask to go to the fire—to sit with wet shoes or skirts, or who permit their pupils to build and row rafts at this time of year, at the risk of getting their feet thoroughly wet, are neglecting their duties.—Superintendents Mahoney, in the *Kenosha Telegraph*.

A MAINE schooner while fishing off the banks of Newfoundland, with some two hundred fathoms of cable out and sails clewed, was suddenly found to be under headway. It was suddenly discovered that a huge whale of the fin-back species had got his tail entangled in the cable and was hauling the craft at the rate of fifteen knots an hour, and growing more and more excited was keeping his course to the sea. The whale finally tore away by breaking the cable.

A DAY or two since one of the young lady pupils at the Rogers School in Newport put her hat on quickly when her day's studies were concluded, and preceded toward her home. She noticed something strange about her head, but determined to wait until she got to her residence before seeing what was the matter. On arriving there and divesting herself of the head gear, a large mouse was found lying snugly inside. Sensation followed, which the young lady got bravely over.

MISS LAWE, who brings with her the official recommendation of the authorities of the Royal School of Art Needlework at London, as the best pupil in their institution, has arrived in Philadelphia and will take charge of the classes in needlework at the Pennsylvania Museum and School of Industrial Art. The next term of lessons begins on Tuesday, the course in crewel and silk embroidery and applique, both for a secular and ecclesiastical purposes.

THE strip of Bessarabia which Russia insists upon Rumania surrendering to her has a total superficial area of 2,165,000 acres, and a population of about 150,000 persons. This is allowing for a considerable increase since the last census was taken, in 1859, when the inhabitants were returned as numbering 136,633.

N. Y. STATE TEACHERS' ASSOCIATION.—The Executive Committee of the N. Y. State Teachers' Association have unanimously agreed to hold the thirty-third annual session in the Albany High School building, commencing on the ninth day of July, at 2:30 P. M.

THE proposed New School law in Ohio contains the following important clause: "No pupil in said public school shall be required against the wishes of its parents or guardians, to pursue any study other than orthography, reading, writing, arithmetic, geography and English grammar."

A HEAD of hair seven feet long is to be exhibited at the Paris Exposition. It is light brown and grew on a Norman girl. She sold it for \$500, and expects to have another and better clipping ready within three years.

OHIO.—Prof. John Trimble, Professor of Greek for twenty-five years in Kenyon College, died at Gambier, April 25.

On Monday evening, April 29th, Dr. R. V. Pierce's "Invalids and Tourists' Hotel," in Buffalo was opened.

To Teachers.

Yours is a grand vocation. Judging, however, from the large number who, following it lose their health thereby, few of you know how properly to pursue it. Of all the liberal professions, that of teaching produces the greatest proportionate number of invalids. With the exception of the ministry, it is the most taxing; and yet if teachers knew how to live according to the laws of life and health, they might do all that they now do and not be made sick. With the concurrence of the editor of this journal, I propose to offer you from time to time some suggestions in regard to ways of living, physical and philosophical, that if properly heeded may be of service to you.

Nature is a great manager as well as mistress. She has placed at her service very great resources. She offers them to every one liberally for the asking. She is no respecter of persons. She cares no more for the president of a college who is disobedient to the laws of life and health, than she does for a primary school teacher. It is wonderful to me to see how forgetful of this great truth human beings are. They think, or seem to think, that position is a bar to the operation of law, and that he who has reached large elevation is less exposed to divine retributions because of disobedience, than he would be were he lower down. Thus, as men and women rise in social position, they create for themselves a large number of artificial wants, become factitious in habit as well as fictitious in thought, and make themselves believe that they are really secure as against those inevitable reactions which come from disregard to the laws of life and health.

It is so all the way through. Teachers think themselves, because of their intellectual attainments, of higher grade than artisans or manual laborers, and so pay less attention to physiological laws. They think they are entitled to special divine favor. They know more; they can enjoy more, therefore they ought to have more. All of which is true if what they ask for could come to them in conformity with law; but Heaven never pays any respect to claims nor clamors on the part of the disobedient. All of God's providences, general or special, run along the line of law. Where He provides, law provides, and nothing is to be gained in the way of a benediction by disobedience.

Now, sickness in any of its forms, whether light or severe, such as may be characterized as an ailment or a severe illness, uniformly is the result either of traverse or violation of life and health. If then, when one begins to be sick, he or she will begin to hunt about for the causes of such sickness, the investigation will prove profitable, and will be a great deal better for the invalid, than to remain indifferent about it, and so apply to some medical man to do the thinking and suggest the remedy which Nature knows within her vast *materia medica*, which is much more comprehensive than that of the Doctors, is that, when one has, by violation of law, made himself sick, he shall stop and turn round and obey the law, and so, ridding himself of his sickness, recover health. The old apostolic injunction to "cease to do evil and learn to do well" has in it a divinely remedial efficacy as far as bodily as well as spiritual diseases are concerned.

In subsequent articles I will call attention to the many ways in which teachers violate the laws of life and health and thereby become sick, when, had they obeyed them, they might have kept well. I am yours very respectfully,

JAMES C. JACKSON,

"Our Home on the Hillside," Danville, N. Y.

To the Advertising Patrons of the Journal.

The value of any journal as an advertising medium depends not only on the extent, but equally on the character of its circulation. The subscribers to the SCHOOL JOURNAL are teachers, professional men and women, and cultivated people generally—those who read carefully and discriminatingly, and many of whom file or bind the paper for their libraries. It is, therefore, the best possible medium for advertising professional, scientific and educational books and periodicals; industrial and artistic products of every kind; insurance of property and of life; traveling facilities; and, in short, whatever is of use or interest to person of culture, intelligence, and good taste, everywhere.

We have many strong testimonials from reliable parties who have advertised in the JOURNAL, and have realized valuable results.

The rates of advertising are very low, considering the circulation of the JOURNAL, and special terms are made for large amounts of space and long contracts.

For full information, address E. L. KELLOGG & Co.

THE health of Professor Packard, of Yale College, is so poor that he will be unable to attend to college duties during the summer term, and his optional classes have been transferred to Tutor Beckwith.

THE SCHOOL ROOM.

BY AND BY.

(FOR RECITATION.)

There's a little mischief maker,
That is stealing half our bliss,
Sketching pictures in a dreamland
That are never seen in this;
Dashing from our lips the pleasure
Of the present, while we sigh;
You may know this mischief maker,
For his name is By-and-By.

He is sitting by our hearthstones,
With his sly, bewitching glance,
Whispering of the coming morrow
As the social hours advance;
Loitering 'mid our calm reflections,
Hiding forms of beauty nigh—
He's a smooth, deceitful fellow,
This enchanter, By-and-By.

You may know him by his wincing,
By his careless, sportive air,
By his sly, obtrusive presence,
That is straying everywhere,
By the trophies that he gathers
Where his sombre victims lie;
For a bold, determined fellow
Is this conqueror—By-and-By.

When the calls of duty haunt us,
And the present seems to be
All the time that ever mortals
Snatch from dark eternity,
Then a fairy hand seems painting
Pictures on a distant sky;
For a cunning little artist
Is the fairy, By-and-By.

"By-and-by" the wind is singing;
"By-and-By" the heart replies;
But the phantom just before us,
Ere we grasp it, ever flies.
List not to the idle charmer,
Scorn the very specious lie;
Only in the fancy liveth
This deceiver—By-and-By.

—J. W. BARKER.

From the Scholar's Companion.

DIALOGUE—THE GRAMMAR LESSON.

BY JEREMY CRAYON.

(Andrew Hardy and Samuel Stern. Andrew has a book studying. Enter Samuel.)

Samuel. Good evening, Andrew [they shake hands.] I hope I haven't disturbed you in your studies?

Andrew. No, Sam, I'm glad you have come. I guess you can help me.

S. I don't know about that. I'm not so good a scholar as I ought to be. But what are you studying?

A. I'm studying a grammar lesson, and if there's anything I hate worse than onions and flogging, it's grammar.

S. Well, I like grammar. What is the lesson. Perhaps I can help you.

A. O, it's only a sentence to parse, but blamed if I can make anything out of it.

S. Well, read the sentence to me.

A. (Begins.) I is a personal pronoun—

S. (Interrupting him.) I said read it. I didn't tell you to begin to parse it.

A. So I was reading it. (Reads again.) I is a personal pronoun of the third person.

S. (Interrupting.) Why, Andrew, you're crazy as sure as the world. Don't you know the difference between reading and parsing?

A. Yes I do, but you don't. Here [showing him the book] read for yourself.

S. (Reads slowly.) I is a personal—O yes, I see now your teacher has given you an example in parsing to parse [Steps aside] Well, go on parsing without reading.

A. [Begins.] I is a personal pronoun—

S. I did not ask you to read it, but to parse it.

A. So I was parsing it. I wish you'd let me go on.

S. Go ahead then.

A. I is a personal pronoun, first person singular number and nominative case, subject of the verb is—

S. Better leave your rules. How can a verb in the third person agree with a nominative in the first person?

A. O I see it is bad grammar. It ought to be, "I am a personal pronoun."

S. You are a personal pronoun, are you? a two legged personal pronoun in coat and pants. Why, I thought you were a boy.

A. I didn't say it was a two legged pronoun, nor a one legged one either.

S. The letter Y turned upside down would make a better two-legged pronoun than I.

A. Who said anything about you. It was I that I was parsing, not you.

S. Well, go on and parse I then.

A. I is a common noun, masculine gender.

S. Is you a common noun? I think you are a very uncommon grammarian.

A. Well, now, Sam Stone, you mustn't put on so many airs. I don't believe you can parse it yourself.

S. Of course I can't, nor anybody else. Your teacher has been giving you a puzzle.

A. Well, I don't think that's fair, do you?

S. No, I don't. Let's go to school to-morrow and tell Mr. Zabriskie what he's done.

A. So we will, Sam. Now, let's go into the parlor and have a game of dominoes.

S. Agreed. I think dominoes ahead of grammar any day.

From the Scholar's Companion.

The Fairy Primer.*

PREFACE.

THE fairies do not write as we do. I remember many years ago, a journey to Fairy-land, and the cunning little letters I brought home with me. Since that time hundreds of little boys and girls have learned to read and write them, and like them very much. I have got an engraver to put some of them on little pieces of blackboard, so they can be printed. Would you like to learn them, scholars?

CHAPTER I.

1. Some of the letters are straight, some curved and some are hooked; and others that the fairies call the *reals* are made of little half-circles, dots and dashes.

Straight Letters.

B P G a K D T

Curved Letters.

V F ZH SH Z S

Vocals.

E A AH OO O AU

2. Well, this is a good many to learn at once. Let us take one group at a time.

Make | and | upright, or right up and down; — — horizontal, and the other two inclined at an angle of forty-five degrees.

Then notice that . is heavy and | light, and so with all the other pairs of letters.

If you wish to learn them, quickly write them over many times in this way, and name each letter as you write it:



3. Learn the curves in the same way:



The signs () are funny. Ask your teacher what the fairies could possibly mean by them.

4. Drill on the pretty little *vocals* in the same way, but take care to make them very fine and nice, for the fairies like pretty writing.

When you have done all this, and have gone over it two or three times or more, you can easily read the following:

Reading Lesson.



5. All silent letters are omitted.

A prize will be given to the pupil who makes a correct transcript into the common writing of the reading lesson given above; and the best copy of the following exercise in the new letters. Send them to the editor.

WRITING EXERCISE.—Do, dough, toe, go, coo, foe, so, bow, show, ode. Ease, eve, fee, ape, ache, beat, bead, seed, seat, cape, shape, keys, geese, foot, feed.

* Copyright, 1878, by D. P. Lindsley.

By a most remarkable coincidence, John Adams the second, and Thomas Jefferson the third President of the United States, died on the fiftieth anniversary of the Declaration of Independence. The former once forcibly said: "Sink or swim, live or die—survive or perish with my country is my fixed, unalterable determination."

Writing Compositions.

I am going to tell of a way to write your compositions that will, I am sure, prove to be a great help. I see you are listening, so I will begin at once.

Suppose your teacher should give you "ships" as a subject. You might think there was only a very little to be written upon that; now, wouldn't you? But it is not so; any subject can be enlarged upon, and this one especially. Let me show you how.

Make some general heads, as, (1) origin, (2) appearance, (3) history, (4) effects that ships have produced, (5) objects for which they were built. Then think well about each head, and write out your composition, beginning with the origin of your subject, telling all you know about that, and thus through all your various heads. You will not know until you try, how much this way will help you; and by giving your undivided attention to your task, something worth reading will surely be the result.

To help you still more, I will give another synopsis of a subject, viz.: "Friendship." (1) Definition; what is friendship? (2) Antiquity; it existed in the earliest times; Cicero composed a volume upon it. (3) Instances; David and Jonathan; Damon and Pythias; relate the story of either if you can. (4) Necessity; what would be the state of society without friendship? (5) Effects.

Another way to write compositions, is by giving a description of some place or thing. This consists of noting down the characters or peculiarities of any particular object; but to give a good description it is necessary for the writer to be familiar with what he attempts to describe. These descriptions also admit of a synopsis as well as the former. Before commencing, then, it will be best to analyze the subject according to the suggestions given. The three classes of objects that are most frequently described, are (1) material objects, as ships, engines, etc., (2) natural scenery, and (3) persons. All of the following heads may not be appropriate in each case, but a selection may be made of such as are. (1) The place where the object was seen, the time when it was made, invented or discovered. (2) The purpose for which it was designed. (3) The material of which, and the persons by whom it was made. (4) Its form, size and general appearance. (5) Compare it with any other object which it may resemble, showing the difference. (6) The effect it has produced. (7) The feelings excited by seeing it.

When writing a description of natural scenery, these, though they need not be taken in the given order, will always be a great help. (1) The circumstances under which it was seen. (2) Natural features of the scene. (3) The buildings in sight; describe them. (4) The figures in the scene. (5) The neighboring inhabitants; their character, etc. (6) Sounds that meet the ear. (7) The distant prospect. (8) A comparison with any other scene it may resemble. (9) The historical associations connected with the scene. (10) The feelings which the scene awakened in the mind.

In describing persons, selections from these headings may be used. (1) Persons; whether short, or tall, stout or thin. (2) Dress. (3) Face, features, expression. (4) Manners; whether dignified, graceful, awkward, active, indolent, haughty, or affable. (5) Any peculiarity of appearance.

As you seem to have great difficulty in selecting suitable subjects, I will give some, from which to choose: A farmer. A lake. The man with money. A dry-goods store. The good scholar. An adventure. The place in which I live. The four seasons. Invasion of Russia by Napoleon. Our country. Money is the root of all evil. Silent influence. Great talkers, little doers. What a book did.

MISS MARY HAMPTON, a pretty school mistress of Memphis, has been indicted by the Grand Jury for a series of unusually clever forgeries, and has disappeared.

FORTY-ONE girls applied for admission to the new Boston Latin School, and only one of them was rejected at the examination.

DR. C. F. DEEMS will preach the baccalaureate sermon and deliver the literary address before the societies at Emory and Henry College next June.

It is reported that Mayor Ely, of New York, is about to wed the daughter of a New England college professor.

A WISE DEACON.

"Deacon Wilder, I want you to tell me how you kept yourself and family so well the past season, when all the rest of us have been sick so much, and have had the doctors running to us so long."

"Bro. Taylor, the answer is very easy. I used Hop Bitters in time and kept my family well and saved large doctor bills. Three dollars' worth of it kept us all well and able to work all the time, and I will warrant it has cost you and most of the neighbors one to two hundred dollars apiece to keep sick the same time. I guess you'll take my medicine hereafter." See other columns.

A DEBATABLE QUESTION.

While much has been written concerning the use of "put up" medicines, the question is still an open one, and demands of the people a careful consideration. The salient points may be briefly stated and answered as follows: 1st—Are the sick capable of determining their real condition, the nature of their malady, and selecting the proper remedy or means of cure? 2d—Can a physician, no matter how skillful, prepare a universal remedy, adapted to the peculiar ailments of a large class of people, residing in different latitudes, and subject to various climatic influences? In answer to the first proposition, we would say, diseases are named and known by certain "signs" or symptoms, and, as the mother does not need a physician to tell her that her child has the whooping-cough, or indicate a remedy, so people when afflicted with many of the symptoms concomitant to "impure blood," "torpid liver," and "bad digestion," require no other knowledge of their condition, or the remedy indicated, than they already possess. Second proposition—Many physicians argue that diseases are sectionally peculiar, and that their treatment must therefore vary, and yet quinine, morphine, podophyllin, and hundreds of other remedies are prescribed in all countries to overcome certain conditions. Is it not, therefore, self-evident that a physician whose large experience has made him familiar with the many phases incident to all impurities of the blood, general and nervous debility, liver complaint, dyspepsia, consumption, and catarrh, can prepare a series of remedies exactly adapted to meet the conditions manifest, wherever, and by whatever means, it may have been engendered? The family medicines prepared by R. V. Pierce, M. D., of Buffalo, N. Y., fulfill the above requirements. Many physicians prescribe them in their practice. His Golden Medical Discovery has no equal as a blood purifier and general tonic, while his Favorite Prescription cures those weaknesses peculiar to women, after physicians have failed. His Pleasant Purgative Pellets, which are sugar-coated and little larger than mustard seeds, are a safe and certain cure for "torpid" liver and constipation. If you wish to save money by avoiding doctors and keep or regain your health, buy The People's Common Sense Medical Adviser, an illustrated work of over 900 pages. It contains instruction concerning anatomy, physiology, hygiene, and the treatment of disease. Over one hundred thousand copies already sold. Price (post-paid) \$1.50. Address the author, R. V. Pierce, M. D., Buffalo, N. Y.

VOCAL CULTURE.

Mr. John Howard, whose name has once before been presented to our readers, is pursuing his plan of giving lessons by mail with great success. We have been favored with a view of Mr. Howard's mail for a single day, and note one minister complaining that his voice has become so resonant that he feels it hard to find a place sufficiently secluded for practice; another Prof. of Music saying that his wife's vocalizing has greatly improved even within two or three weeks of practice; another prominent Chicago elocutionist complaining that his lessons have been delayed and praising the ones last sent; also an invitation from the Vice-President of the National Association of Music Teachers to deliver the address upon the Voice at the annual meeting. With such average proofs we cannot doubt that singers and speakers will find the lessons intensely practical.

Mr. Howard's plan is novel. He finds that though the vocal faults appear to be almost numberless, the muscular faults are in reality but few and always the same, differing only in degree—the few muscular faults corrected; the many different apparent faults of bad qualities, weak tones, limited compass, hoarseness or fatigue all vanish. These offending muscles he powerfully opposes by teaching the scholar to make opposing movement of the vocal parts, to allow which movements the offending muscles must remain relaxed. The great power of this treatment by actual physical effort as compared with the methods of example and imitation now in vogue, must be seen at a glance, and is testified to by a large number of prominent public speakers and vocalists. Mr. Howard's advertisement may be read on another page.

BRAIN FOODS.

Much has been said and written about Brain Foods. To insure a vigorous, active brain, we must have good blood to sustain it. The use of the mental faculties causes a waste the same as ashes are formed from burned coal. This waste must be removed or the fire ceases to burn. The blood must be replenished with proper elements, so that it will have the power to carry off this waste matter through the kidneys, and at the same time furnish the nervous tissue with proper building material. This can only be done by

food elements in concentrated form, and the Blanchard Blood and Nervous Food is the most reliable. It is recommended by the most eminent physicians. Dr. Blanchard and assistants, one of whom is a lady physician, are constantly in attendance at No. 27 Union square, to attend patients and furnish advice and explanations of the system. We append the views of two eminent men:

New York Nov. 1, 1877.

From the practical tests I have given the Blanchard Foods, I think they will prove of great value to the invalid, and they should be thoroughly endorsed by the medical profession.

EGBERT CUERNSEY, M. D.

18 West 23d St.

Andover Theological Seminary.

Andover, Mass., March 29, 1878.

Your Life Food is an excellent thing. I have no hesitation, after a thorough trial of it, in recommending it in cases of chronic dyspepsia and nervous prostration.

Rev. Dr. Austin Phelps.

No teacher needs be told that one half the weariness of that arduous vocation proceeds from exhaustion of the organs of speech. The inability to be heard distinctly, not only wears out the speaker, but by the repeated strains of effort engenders serious throat and laryngeal diseases. The true antidote for all this trouble is Knapp's Throat Cure. It is a pleasant lozenge, composed of entirely new and harmless ingredients, wondrously adapted to the purpose. It strengthens the voice, adds greatly to its clearness, fullness and volume, decreases the effort of speaking, cures hoarseness, prevents dryness of the throat, and is in every way a boon to voice-weary teachers. Sold by druggists; samples free to teachers and speakers on application to E. A. Olds, proprietor, 146 William St., N. Y.

FACTORY FACTS.

Cloze confinement, careful attention to all factory work, gives the operatives pale faces, poor appetite, languid, miserable feelings, poor blood, inactive liver, kidneys and urinary troubles, and all the physicians and medicine in the world cannot help them unless they get out doors or use Hop Bitters made of the purest and best of remedies, and especially for such cases, having abundance of health, sunshine and rosy cheeks in them. None need suffer if they will use them freely. They cost but a trifle. See another column.

CHEAP PHYSICAL APPARATUS FOR STUDENTS AND COMMON SCHOOLS.

PHILOSOPHICAL.

CHEMICAL.

OPTICAL.

—NOW READY—

Prof. Tyndall's NEW collection of Electric Instruments, designed to accompany his "Lessons in ELECTRICITY." Complete sets, consisting of 58 various apparatus and materials. Price, \$55. Tyndall's Manual, \$1.00. Descriptive price list free on application. All various school apparatus required in physics on hand or made to order. Excellent workmanship warranted. First Premium awarded!

CURT W. MEYER.

14 Bible House, New York.

Mfr and Importer of Philosophical and Scientific Apparatus.



You will exclaim "Oh My!" too, when you see the YOUNG SCIENTIST, A BRIGHT MONTHLY FOR AMATEURS. Science, Mechanics, Experiments, Home Arts, Natural Magic, Use of Tools, Drawing, Home-made Microscopes, Telescopes, etc., and how to use them. 50 cents per year. Trial Trip, 4 months, 15c. (postage stamps.) Specimens free. Office 176 Broadway, New York.

B. G. BURROWS, PRACTICAL

JOBPRINTER.

734 Market Street, Philadelphia.

Merchandise and Fancy Work of every description neatly and promptly executed at low prices. Orders by mail promptly filled.

DYEING.—Staten Island Fancy Dyeing establishment. BARRETT, NEPHEWS & Co., Office, 5 & 7 John Street. Branch Office—1143 Broadway, New York; 280 Fulton Street, Brooklyn; 47 North 4th St., Philadelphia; 110 W. Baltimore Street, Baltimore.

SCHOOL DIRECTORY.

GOLDEN HILL SEMINARY for young ladies Bridgeport Conn. Address Miss EMILY NELSON

NATIONAL SCHOOL OF ELOCUTION AND ORATORY. 1418 Chestnut St., Philadelphia, Pa. For Clergymen, Lawyers, Teachers, Business Men, and all classes of advanced students. Attention to conversation and oratory, vocal culture, reading and recitation. Chartered March, 1875. Grants diplomas. Both sexes admitted. Send for catalogue.

PACKARD'S BUSINESS COLLEGE. Methodist Building, 805 Broadway, New York. This is a professional school for business training, and is under the personal supervision of its founder and proprietor, Mr. S. S. Packard, who for the past 20 years was associated with Messrs. Bryant & Stratton, and is the author of the Book-keeping series which bears their name. The College was founded in 1859, and has made steady progress in utility and public favor, and now stands at the head of this class of schools. The location is unsurpassed; the rooms spacious and elegant; the course of study most thorough and efficient. The rates of tuition have recently been reduced, and pupils can enter at any time. Tuition per term of twelve weeks, \$55.00. Call or send for circular containing full particulars. S. S. PACKARD, Principal.

PAINE'S BUSINESS COLLEGE, 62 Bowery, cor Canal St., established 1849. Paine's Uptown College removed to 907 Broadway. Specialties.—Book-keeping, Arithmetic, Classics, Rudimentary and Higher English Branches. Writing Lessons \$3.00 per month. Ladies qualified as book keepers and cashiers. Day or evening from 9 A. M. till 10 P. M.

KINDERGARTEN NORMAL INSTITUTE AND National Kindergarten, Washington, D. C. Autumn Class begins Oct. 2d, 1877. Mrs. Louise Pollock and Miss Susie Pollock, Principals. Mrs. Louise Pollock has been for fifteen years an earnest student and advocate of the Kindergarten System, and translated Mme. Zine Morgenstern's "Paradise of Childhood," a Manual for Family and Kindergarten in 1864. Miss Susie Pollock graduated in the Kindergarten Normal Institute of Berlin, Prussia, and has been ever since successfully engaged in teaching in accordance with Froebel's Kindergarten System in Mass. and Washington. For terms and particulars apply to the Principals. MRS. LOUISE POLLOCK or MISS SUSIE POLLOCK, 8 E. corner of 8th and K sts., Washington, D. C.

A SUMMER KINDERGARTEN.—Mrs. Louise Pollock will open a Kindergarten Normal Class for the accommodation of Teachers, commencing July 2d, to continue two months.

New York Conservatory of Music, LOCATED IN NEW YORK ONLY AT No. 5 E. 14th st., second door east of 5th Ave. (Incorporated 1865.)

THIS RENOWNED SCHOOL OF VOCAL AND INSTRUMENTAL MUSIC, Harmony and Composition, Elocution and Oratory, Dramatic Action, Foreign Languages, Drawing and Painting, offers unequalled advantages to pupils, from the first beginning to the finished Artist.

A SPECIAL TRAINING COURSE for Teachers.

Classes of Three Pupils, \$10 per quarter.

Terms: Two 15

Strictly Private Lessons, 30

THE CONSERVATORY opens in the entire year.

STUDENTS MAY BEGIN at any time, the Quarters commencing from date of entrance.

SUBSCRIPTION BOOKS Daily from 8 A. M. to 10 P. M.

N. B.—THE NEW YORK CONSERVATORY, located at No. 5 East 14th st., near 8th ave. (the only Chartered Conservatory of Music in the State), is entirely separate and distinct from all other Music Schools which imitate its name and methods, evidently with the view of obtaining patronage thereby.

The celebrated Arion Pianos are used in the school.

Industrial Art Education.

The Third Annual Summer School of Drawing will be held at the Art Rooms of

PURDUE UNIVERSITY

Beginning on MONDAY, July 8, 1878.

For Circulars, Address L. S. THOMPSON,

Instructor in Industrial Art.

848-131 La Fayette, Ind.

SUMMER SCHOOL IN ELOCUTION

Mrs. Randall-Diehl's seventh annual sea-side class in Elocution, Reading and Dramatic Action, at Sea Cliff, Long Island. First term commences July 16th, and ends August 17th. Second term commences August 8th and ends September 4th. Sea Cliff is twenty-eight miles from New York, and is one of the most beautiful and healthful sea-side resorts in America.

Mrs. Randall Diehl receives a limited number of pupils in her own house, "LOCUST COTTAGE," for which early application must be made. For further particulars address, Mrs. ANNA RANDALL-DIEHL, 35 Union Square.

"Normal School"

NEW LISBON, COLUMBIANA CO., OHIO.

[Second Annual Session.]

Commencing July 22d, '78. Session five weeks.

Thorough work, in preparing teachers for their vocation.

The success of the first session in 1877, has established the school in the hearts of all who were present, and a large attendance is already assured for the Second Session. We invite teachers who wish to spend a part of the long vacation to join us. Tuition, \$5.00 for the Session. New Lisbon is the County Seat of Columbiana Co., Ohio, on the Nile and New Lisbon R. R. Pleasantly situated for Study and Recreation.

C. C. DAVIDSON, } Associate Principals.
G. W. SWIDER, }

EDUCATIONAL BUREAU.

Mrs. Anna Randall Diehl supplies schools and families with teachers. She invites correspondence from all who are in search of teachers of ability. A long experience enables her to recommend such as will give the highest satisfaction. Teachers of the French and German Languages; Professors of the various Sciences, and Tutors and Governesses in Families.

Mrs. ANNA RANDALL DIEHL, 35 Union Square.

AMERICAN KINDERGARTEN,

33 W. 45th street, near 5th Ave., N. Y. 15th year begins Sept. 25th, Miss E. M. Con., Principal.

NORMAL SCHOOL for MOTHERS and TEACHERS.

Re-opens Oct. 2d. Free Lectures every Wednesday, from 2 to 4 P. M., at Educational Parlor and General Depot for American Kindergarten Material 621 Broadway N. Y.

AMERICAN and FOREIGN TEACHERS' AGENCY.

Supplies Tutors, Professors, Governesses and Teachers for every department of instruction. Gives information to parents of good schools; sells and rents school properties. Twelve years' successful experience in the management of the "American School Institute," warrants Miss Young in guaranteeing satisfaction. Circulars sent on application.

MISS M. J. YOUNG,

23 Union Square, New York

EDUCATIONAL BUREAU, 35 UNION SQUARE.—Engagements made for Teachers. No charge to schools and families.

ANNA RANDALL DIEHL, Manager.

BEST SYSTEM OF Short-Hand Writing

"I have yet to hear of any case where an earnest and persevering effort was made to learn Lindley's Tachygraphy that did not result in success."

E. W. ANDREWS, Ed. Vidette, Northwestern University, Evanston, Ill.

This is the universal testimony concerning the improved system of brief writing known as Tachygraphy or Lindley's Phonetic Short Hand. This system has been fully proved and is widely introduced. It is practically serving, day by day, more clergymen and literary men than any, probably more than all other systems of shorthand writing now in use. Business men have commenced to make it available, and it is fairly within the reach of all intelligent classes of our people. The saving it effects over the old hand writing is as great as that effected by the railroad over the stage coach in traveling. It saves three-fourths of the time and nine-tenths of the labor in writing. This system is especially applicable

To Teachers.

Correspondence with them is solicited. Further information, instruction or books, can be obtained at 30 East 14th St., N. Y. Classes taught in Schools in the city or vicinity.

D. P. LINDSLEY.

Singing & Speaking,

THE HOWARD METHOD.

LESSONS BY MAIL.

No better proof that the Howard Method is original and thoroughly practical could be desired than the fact that its principles and exercises may be reduced to writing, and be so exactly explained that pupils at a distance, who can receive only written lessons, have been greatly benefited as their enthusiastic testimonials declare.

I am getting quite enthusiastic over your system of vocal culture. It is doing a happy work for me. I am now getting virtue from every lesson. I find that the same subject-matter impresses people differently from a few months ago, and the cause must be in my delivery. There are many ministers in this state as badly off in voice as I was. If your system could reach them it would be a merciful benefaction.

W. S. BLAIRDELL, Pastor of the 1st Congregational Church, Randolph, Vt. The Howard Method deals with singing as a muscular process, and by employing bodily movements and functional uses of the throat, other than singing, exerts a direct and powerful control over the vocal muscles, a control one hundred times more powerful than is possible by any former method.

Address JOHN HOWARD for circular and terms, at his office, 39 Union Square, New York City

SQUARE and CUBE ROOT.

AS SIMPLE AS SIMPLE ADDITION,

ON AN ENTIRELY NEW PLAN.

Recommended by the principals of over two hundred high schools and colleges. Send for circulars describing the method, to

H. H. HILL,

506 Marshfield Avenue, Chicago, Ill.

SINGING AND PIANO LESSONS.

MRS. ELECTA CONE PAGE, teacher of vocal and instrumental music, will receive a limited number of pupils. Address 24 West 10th Street.

REFERENCES.—Rev. Dr. Deems, the editor of the JOURNAL, and many others. (Mrs. Page has no superior in this city as teacher of music.—Editor JOURNAL.)



Editor of Penman's Art Journal. Published monthly for \$1.00 per year. Specimen copies sent on receipt of 10 cents.

Resolutions, Memorials, etc., engrossed, and every variety of artistic penmanship executed in the very best style of the art. Also constantly on hand appropriate and elegant certificates of merit, for use in public and private schools.

D. T. AMES,

20

Y.